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ABSTRACT

This report presents viewpoints and arguments made during a meeting of higher education administrators who were assembled to discuss ways that Associations of College Unions-International (ACU-I) and its members can communicate the union's mission as campus community builder. The overall focus of the meeting comes from the Carnegie Foundation's "Campus Life: In Search of Community" which presents college unions and activities as with a unique opportunity to strengthen their position as the community center and unifying force on campus. Participants were the following: Winston Shindell, Association of College Unions-International (ACU-I) president; Richard Blackburn, ACU-I executive director; William Brattain, assistant vice-president for student services at Western Illinois University; Frank Cianciola, director of the Michigan Union at the University of Michigan; Ted Crabb, director of the Wisconsin Union at the University of Wisconsin, Madison; Martha Dawson, vice president of academic affairs at Hampton University; Larry Huffman, president of Kankakee Community College; William Johnston, director of Southern Methodist University's Hughes-Trigg Student Center; Bruce Kaiser, director of Northwestern University's Norris University Center; Norman F. Moore, vice chancellor for student services at Louisiana State University; and Elizabeth Nuss, executive director of the National Association of Student Personnel Administrators. (GLR)

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Think Tank report

Communicating how unions contribute to community

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What better time to communicate your role on campus than when top administrators are discussing how to create a sense of community? The Carnegie Foundation's ***Campus Life: In Search of Community*** *presents college unions and activities a unique opportunity to strengthen their position as the community center and unifying force on campus.*

In this issue, a Think Tank of higher education administrators suggests ways ACU-I and its members can communicate the union's mission as campus community builder. The January ***Bulletin*** *reported the Think Tank's comparison of how the union and activities profession views itself with how others perceive it.*

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WINSTON SHINDELL: Now I'd like this group to focus on what professional associations can provide to educate those within and outside the institution on our role, our mission, the impact we can make.

ELIZABETH NUSS: Identify the audiences you want to reach. Because of time, energy, and resources, you can't reach everyone. Pick a few and come up with a strategy for one year at a time.

NASPA has been doing more presentations at other people's conferences—the American Association of State Colleges and Universities, the American Council on Education, and some of those groups. Our people aren't doing the presentations they normally do for their student affairs colleagues. We want them to do presentations designed for another audience, and that takes and time energy.

SHINDELL: This gets back to one of the Task Force 2000 recommendations: Is there any hope of the professional associations linking their efforts?

NUSS: Yes and no. There are some combined efforts, but our board wants the message to be from NASPA. There's a pride of ownership, a pride of identity.

RICHARD BLACKBURN: I agree. In theory, more collaboration among associations makes sense. But in practice, it gets difficult. You find yourself having to pick which efforts to make collaborative. Liz and I are both involved in a consortium group of about 20 higher education associations that can work together on some things. But due to the unique nature of each group, there are many things we cannot do together very well.

WILLIAM JOHNSTON: Liz, you've talked about

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outreach. What's the end result of that and how does that impact sense of community and campus climate? If you change the climate on campus, will that result in a sense of community?

NUSS: I think the campus is looking for assistance in solving these difficult problems. But with some of them, particularly alcohol, student affairs didn't take an assertive leadership role. We said: "We can't change behaviors on the campus" and "It's going to be difficult." Well, the whole society has changed in the midst of that, and we're now responding late. People want us to take some leadership in the areas of campus crime and security, the raising of expectations for student behavior, and setting clear expectations.

JOHNSTON: One of the Task Force 2000's greatest concerns is who will be doing our work in the future. Where are they coming from and how are they being trained? We're talking about a changing clientele; certainly the complexion of our own profession needs to represent the changing complexion of the students we'll be serving. How are we bringing persons of color into the field and what do we do to address curricular needs and changes in the graduate preparation programs? I'm not sure a graduate program based on counseling theory is where we need to be without some more pragmatic experiential requirements.

SHINDELL: I'd like to take a different tack. I am a director of a college union out there, and I think I can help establish a sense of community on my campus. People have been passing around a book on campus community that doesn't speak about college unions or what I can do, yet I know in looking at my role statement that there is a connection. My question is: What can you do to help me communicate this message?

FRANK CIANCIOLA: We need to narrow our focus to two primary groups: (1) the president of the institution and (2) the person we report to. That may be a different individual; it may be a chief financial officer or an auxiliary person. Let's focus today on communicating the message to that individual.

The second question deals with what are we trying to communicate. Are we trying to communicate the umbrella—the service station notion, the programmatic notion, the principles in our role statement? Or might we be better served to introduce the sense of community in the context of their pressures. I would submit that crime and safety is one of today's pressures. Another one is alcohol. Pluralism: what are we doing actively? As Ted said, "I can point to every one of these issues and we're doing some things on our campus." The next question is how do those get communicated.

And the other one is undergraduate education. We've pressed Martha and Larry to answer why it's important to involve the faculty. One reason is that the union and the student activities program can provide a vehicle for cross-disciplinary activities. The literature department and engineering school can get together around a lecture, a film, a dance program, or international education. It provides those we report to a tangible vehicle for improving the undergraduate experience. Rather than saying "Let's communicate our entire mission," maybe we should focus on these four.

MARTHA DAWSON: To get back on Winston's point, you come to me, the chief academic officer,

Think Tank participants

Winston Shindell, ACU-I president and director of the Indiana Memorial Union at Indiana University-Bloomington, chaired the Think Tank.

Richard Blackburn is ACU-I's executive director.

William Brattain is assistant vice president for student services at Western Illinois University and an at-large member of ACU-I's Executive Committee.

Frank Cianciola is director of the Michigan Union at the University of Michigan and an at-large member of ACU-I's Executive Committee.

Ted Crabb is director of the Wisconsin Union at the University of Wisconsin-Madison.

Martha Dawson is vice president of academic affairs at Hampton University.

Larry Huffman is president of Kankakee Community College.

J. William Johnston is director of Southern Methodist University's Hughes-Trigg Student Center and ACU-I's president-elect.

Bruce Kaiser is director of Northwestern University's Norris University Center where the Think Tank met last fall.

Norman F. Moore is vice chancellor for student services at Louisiana State University.

Elizabeth Nuss is executive director of the National Association of Student Personnel Administrators.

and say, "I've got some good things going in the union, and I think I could be helpful." What did you tell me you could do for the academic undergraduate program? You have to be specific. You have a lot in this role statement, but you have to translate it into action. First of all, you should say to me, "On my staff I have persons with certain expertise." You should say to me, particularly when money is tight, "I or some of my staff could serve as adjunct faculty." I'd like that because I wouldn't have to spend some money.

Norman Moore: What you need to do is do it. Lay it out as an action plan and involve the chancellor or the vice chancellor in the programs. Get out of your shells and start working with people in other divisions. If you have a safety problem, you run to the university and say: "Get more police out here. Our parking lots are full of thugs." Help yourself. Let the university know you're willing to put your money where your mouth is. Hire students to patrol for you. They don't have to carry guns. They can be trained, carry walkie-talkies, have immediate contact with patrol cars.

You're not going to do a lot of good with my chancellor if you walk in with an action plan and I see one part will cost $280,000 and another will be $18,758. All you've done is give me a bill. You haven't said, "We're willing to contribute to this."

I'm trying to get union people, housing people, and food service people to be in control of what they're contributing to the institution because then they can benefit from it.

What you need to do is do it. Lay it out as an action plan and involve the chancellor or the vice chancellor in the programs. Get out of your shells and start working with people in other divisions.... Let the university know you're willing to put your money where your mouth is.

Dawson: Boyer [*Campus Life: In Search of Community*] and the Carnegie Foundation have credibility. Presidents and vice presidents listen. Translate the guidelines and principles from *Campus Life* into your action plan and come tell me how you can relieve some of these problems. And then get it out there in your publications and listed in the bibliographies.

William Brattain: I might ask that union director, "What's your strategy for reporting up?" We don't always communicate our successes. We communicate problems because we have to bring them up in weekly meetings with the boss or staff as we solve them. You have to arm your auxiliary service director, the chief student affairs officer, who ultimately will get some of your successes to the president. The association can set up mechanisms through publications, through educational sessions, to make people aware they need to communicate successes to the people they report to.

Moore and Brattain

Ted Crabb: One of the most effective ways we can communicate those programs to the presidents is to have the students involved in planning the program meet with the president. Make sure they communicate that the union sponsored it and that they're there as the chair of a union committee.

Dawson: I would prefer—looking at a crowded schedule—that you send me a copy of an article about something you had done that has been published in a referred journal.

Moore: I can give you another communication mechanism. I have a student advisory council that includes the president and vice president of student government, all the presidents of college councils, presidents of the major living groups, and the presidents of special interest groups. It meets monthly during the academic year. We let them know what we're working on, what we're worried about, what we're thinking about doing long range as well as short term. They tell us what they think we ought to be doing, and then they just share information.

Chancellor Davis has a smaller council. Chancellors don't say the same things to student leaders that vice chancellors do. We're

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working on the day-to-day stuff and some long-range things with them; the chancellor is talking global—state budget, faculty problems. We added the Student Union Board president who is always charged up and talking about what's going on over there, much of which ties to what the chancellor is concerned about: crime on campus, the alcohol problem, the image of the institution, non-caring faculty and staff. I think it's almost impossible to get the union board president in to tell the chancellor or the president what a great program it was.

Shindell: It depends on how your campus is organized—whether you have a student government and a separate union organization. Often there is a formal arrangement so that student government can speak about what's happening on campus. In a larger institution, student government doesn't always speak for what's happening in the union board; sometimes there is no connection. Our trustees have a Student Affairs Committee that's open to the public. Traditionally, the student body president has spoken for the institution, but this year our union board president also attends. He has dominated the last two meetings because the trustees are talking about issues the union is concerned about.

Moore: Get with your public relations people on campus. There are avenues through that mechanism to get your message out to different audiences, alumni and everyone else. The University of Illinois has a parents' association that's a tremendous mechanism for informing people and developing a sense of community.

Larry Huffman: Remember also that just as every student is a little different, every group, every campus, every president is a little different. The chancellors and presidents of these large institutions serve a different group of constituents. On the other hand, I'm out there trying to be involved. If an event is on the weekly schedule, I may not see it. But if somebody invites me directly, I will go if I can.

To answer that earlier question, I do listen to what students say because they don't have a vested interest. It's a lot more important to me if a student says, "We need to do more of this in terms of student activities." I make sure our vice president of students knows that and gets together with the activities director to work on that. On the other hand, if a student says, "This is an improvement over what's been done, etc.," I also make sure that gets back to the people who are involved. So much depends on your campus and on how accessible the people you report to are. You have to do what works for you.

Nuss: How many of your union boards have faculty members? How do you appoint them, who are they, how long do they stay, how are they viewed by other faculty members?

One of the techniques I use—and I worked with the chancellor in doing this—is in selecting somebody who has the chancellor's ear, somebody in the inner circle. When there is some issue, you have somebody you can turn to.

Crabb: One of the techniques I use—and I worked with the chancellor in doing this—is in selecting somebody who has the chancellor's ear, somebody in the inner circle. When there is some issue, you have somebody you can go to.

Nuss: Limiting the term is a good idea. One side says, "I have to get used to a whole new group of students every year, and it is nice to have a faculty member who is predictable." That's a comfort level. If that position gets turned over every two years, that's just another challenge. It's a better challenge though because then you have a group knowledgeable about what you're doing. You can hear a different voice from that perspective, and as things change among the faculty, you may get people who have different perspectives.

Dawson: What is it going to do for me when it comes to promotion and tenure? What do you do for me after I serve? Will you write my dean and indicate how I've influenced certain issues and so forth so at least I get a few brownie points?

Shindell: That's something else that, as an association, we do not do. To give you an example, I wrote to the presidents and chief student personnel officers of institutions featured in *College Union Facilities*, expressing appreciation for their staff's participation and congratulating them for their particular union being selected. I was amazed at how many presidents responded. We ought to formalize that at the association level rather than depending on volunteers.

Blackburn: Before we move too far from student involvement, I think what we're hearing

here is a reaffirmation of the importance of students in the union environment. As we've become more fixated on income generation, we've tended to forget students. This brings us back to our basics.

JOHNSTON: We're trying to address problems that go across a lot of different lines. We can add volunteerism to Frank's list. We have a major problem with social cohesion. Socially, campuses are fragmented. Greeks are going one way for liability and alcohol reasons. There is no centralized social force on the campus. The union has to be that.

When there's an initiative on campus, the first thing we ask is has it been by the legal office. Then, how does it impact the PR folks? How are the faculty going to respond? What are the budget implications? Eventually we get around to evaluating the initiative based on student terms. Maybe one of our goals is to put students at the top of that filtration process.

Shindell, Huffman, and Johnston

We need to look at community colleges, regional universities, and smaller groups where the union director and president interact daily.

BLACKBURN: I get calls from directors of small college unions who feel that ACU-I is shooting over their heads, talking about the Indianas and the Wisconsins. I always discuss with them that the basics of "The Role of the College Union" have a much better chance of implementation on a small college campus. In terms of realizing "The Role of the College Union," we came closer at Colorado College than we ever will at Indiana or any other large place. There is an inferiority complex among our small college members that needs to be corrected. The smaller college campuses need to improve their sense of worth because they're doing a lot of good things.

DAWSON: If you talk about pluralism, you have to talk about size and regions. Therefore, you ought to have a place in your meetings for how colleges with enrollments of 1,000 contrast with schools of 30,000. That ought to be a conscious decision by the Association in planning.

NUSS: You also ought to communicate with Carnegie how your Association has used *Campus Life*. I'm now collecting from our members how they are using the book. Some places are using it for their convocations, and Babson College is using it for faculty development. If you use it and are quiet about it, Carnegie will not know it made a difference. If you feed them some examples of how you've used the document, some of that will get incorporated in Boyer's next iteration of speeches and examples.

DAWSON: Give your constituent groups some direction in looking at this. Let us know how we ought to be involved. It's your best opportunity. You won't get it again, not in this decade.

JOHNSTON: Yesterday we talked about the student development theory and jargon relative to finding a philosophical home since we represent more than one discipline and there's almost an embarrassment that we should be about social programming. I want to get back to that point. I don't think we're doing what we can in social development, in terms of interacting with people and the skills inherent in that and in using the social life of the campus to build community, to break down barriers, and to bring about the pluralism we talk about. We need to examine how to develop an alternative social life without alcohol.

DAWSON: Again look at your diverse institutions. You can get some examples from your religious institutions where alcohol may not be as much of a problem. It's not an issue everywhere. Alcohol abuse is not as much an issue at smaller universities as it is at larger research institutions. Drugs may be more of a problem. You could get some examples from other universities on coping with this, rather than always having the larger, comprehensive universities telling the others how to do it.

BLACKBURN: I want to probe Norman's administrative psyche a bit. You emphasize this idea of "Just do it!" As a person who's had several union directors report to you, what do you want in terms of communication from a director?

MOORE: I can compliment Tom Lile in this re-

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spect because Tom really communicates the way I like it. At every staff meeting, with all the directors present, Tom highlights the union's schedule for the next two weeks. Every director then knows what the union is doing.

I like communication on problems to be one-to-one. It can be very difficult for someone in my position to deal with a problem brought up in a general staff meeting where I can't say some things I'd like to say. I'd rather know in advance. It may be just a note: "So-and-so is coming here to speak in two weeks. There may be some PR problems."

I like action plans. I have 10 departments and a small staff, so I like an action plan that says, "Here's what we propose." I can jot notes on that: "Have you talked to Renee over in housing? Who else is involved in this?" I can say you can do this or you can do that, or I can say, "I think it stinks; come see me if you want to defend it."

Blackburn: Each group reporting to you probably has its own professional association that generates literature. Does that work its way up to you, and if so, in what form would you like to have it?

Moore: Almost all the directors who report to me send me their publications, with notes highlighting what they want me to see. Sometimes they just send a photocopied page.

I do the same with what comes from the directors for the chancellor. It works, especially if you screen it. It's your job to know how to reach me as a vice chancellor. I utilize the PR person, who knows everything going on around campus. Most of them learn things before I find out. So I use them as much as they use me.

One thing I'd like to see come of this is a cafeteria-type list of action plans that you can follow or adapt according to your type of institution.... Someone might look at the list and say, "I never thought about sharing the ***Bulletin*** *up the line as a way of communicating the importance of the union."*

A lot of what NASPA, ACU-I, ACUHO, and other associations send chancellors and presidents where I am usually gets shunted down to me.

Crabb amd Dawson

Blackburn: I'd like to confirm the validity of sending three copies of the *ACU-I Bulletin* to each member institution with the hope that it will percolate like you're talking about. We still have those who want to send back two and have their dues deducted accordingly.

Moore: I think the associations could do something I've always wanted to do with financial aid. This is similar to the *Reader's Digest* card that comes in the mail saying, "You're going to receive thus and thus." People read those, and they wait for it to come. If you're going to send something like *Campus Life*, send an advance letter or note saying: "There's a new document out that has a lot of information. We want to bring it to your attention now because you should be receiving it in the mail." I wouldn't use this technique every time, but on special things it might be another way to get their attention.

Johnston: How about your annual reports? Where do you send those? We send to the chair of the faculty senate and others so that they see what's happening. Whether they read it is another matter, but the fact is they acknowledge you're doing one. They may look to the tables or read the introductory part that says, "Hey, here's what we've done." The annual report has been a good vehicle for us.

Nuss: Annual reports are tricky because if they're done nicely and look good people complain about them looking flashy and costing too much money. We go through the same thing in NASPA. I think the executive summary, the one page that goes on top, has a much better shot at getting read.

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SHINDELL: One thing I'd like to see come of this is a cafeteria-type list of action plans that you can follow or adapt according to your type of institution. Some could apply to schools with enrollments of 1,000, for example, while others might work for larger institutions. Someone might look at the list and say, "I never thought about sharing the *Bulletin* up the line as a way of communicating the importance of the union."

SHINDELL: How long will *Campus Life: In Search of Community* be hot?

NUSS: I would think it has about 12 months. My guess is it will stay hot because Boyer will be giving speeches on it. But clearly he will move from this to the next issue: the report on faculty life and faculty issues. He has already started doing speeches on that although the book is not out yet. I think his view is to shoot out a few of these reports, all with some underlying themes, that will help presidents keep a dialogue going. Watch that report as well because some aspects of it will be useful to all of us in identifying the issues facing our presidents.

DAWSON: The emphasis ought to be not so much on Boyer; what he is saying repeats what we're about anyway. Therefore, it won't go out of favor. What he said is nothing new. He just put it down and he has the clout and credibility to get it done.

Kaiser

NUSS: Carnegie does have a bias. They look to a certain group of institutions, and you see it in the examples. We took Harvard examples out in the final draft. They have a hard time recognizing there are other models. The other bias that exists is that Boyer's personal Quaker style and commitment comes through in his community values. For example, we shouldn't be competitive. That strong underlying personal value system that comes through doesn't mesh with 99 percent of the college and university presidents who are into the competitive edge.

CIANCIOLA: I think we can use "The Role of the College Union" as the core and complement it with not only *Campus Life: In Search of Community* but other things as well. I use "The Role" when I talk about our union's history. The principles in "The Role" statement were adopted by our union in 1904, by the Association on this date, by all our department heads, by the union board on this date, and on and on. There has been an embracing of this concept all along. Now here [pointing to *Campus Life*] is one more step.

BRUCE KAISER: We should say to our folks: "Boyer put it together so well. He restated some of the concepts found in 'The Role of the College Union.'" That approach is better than our tendency to be a little defensive and say, "Well, of course, we've been doing that for years."

DAWSON: Let's take it another step. Be specific about your activities in the universities that come under this umbrella. If you tell me you are a community, I want to know what you really do that makes you one, not just what you've put on paper.

KAISER: Driving out this morning, I had several ideas for campuses. The residential colleges have been extremely effective and are highly respected by the academic arm of the university. Perhaps we should have "union masters," faculty given the perquisites that go with being a house master at a residential college, and have them help structure some programs to be "in residence" with the college union.

Another thing we could do to gain credibility and get the respect of academics is tap the retired faculty. We don't have credibility with faculty and that is understandable when you look at their arena and their values. When we tell them we have talented people who can help with a program, they look over and see a delightful 27-year-old with a master's degree in student personnel.

There are all kinds of perquisites. For example, our faculty are concerned about not having an office or secretarial support when they retire. We could give faculty some of the things we have. They love to be invited to lunch or as the honored guest at a dinner; they love a special discount in the bookstore. We could use some of these things to make them feel important.

I'm thinking of taking *Campus Life* and "The Role of the College Union" and having some lunches with some people. I'm not at all sure they will read them, but the fact that Boyer has in fact embraced these principles will help.

SHINDELL: What I'd like to do now is have people share expectations or outcomes they would like

to see as far as the Association is concerned.

Moore: You have your work cut out for you. You're not reaching some institutions because their staffs either aren't sophisticated enough to know they need you or they don't have the wherewithal in their budget to belong. Maybe you could reach those folks by sharing one round of publications with them every once in a while. Invite them to attend a regional conference without having to pay terribly higher rates than a member.

I see shades of the '60s returning, not in terms of issues but in terms of us not listening to students, us not talking to students. We're not talking to faculty and staff about what's going on out there, what they see and hear. We're listening—and I'm as guilty as anyone—to student advisory councils, who don't always reflect what their constituents are saying.

Students still want what we call community. They need it and want it. I think they're finding it elsewhere. You mentioned the problem with alcohol in terms of programming. I'm reminded of arguments I used to have with staff over "We can't program on Fridays and Saturdays because everybody goes home." Everybody goes home because nothing is happening on campus. And the union directors are right in the middle of that because they're looking at it from a cost-benefit ratio, saying, "I'm not going to put money into a program for Friday or Saturday night when only 50 people will show up." Well, you have to start somewhere. We ought to be able to find out what would bring students back by talking to them more.

I don't think alcohol is always it. LSU has 25,000 students. I don't see 25,000 people in the bars on Thursday evenings. I see a bunch, and I see the reports the next morning. Everybody talks about alcohol at the football stadium; there's more alcohol with the alumni than with the students. I'm not sure we're communicating to students that we are serious about making some changes to satisfy them and to provide new program opportunities.

Blackburn: Norman, putting that back in the context of ACU-I, you're saying we need to refocus our regional organizations on students, which is how they were originally set up?

Moore: I think so. I don't think we have the relationship with students that gets us the information we need. When I say I see us coming back to the '60s, my concern is that we're putting on the blinders and saying we know what's best, we've done it this way, these kids are just lost, they don't know what they want.

Brattain: I would like to see us tackle this topic of reporting up and communicating what we do, perhaps in workshops or in regional or international conference sessions.

I know we're limited on how many videos we can crank out. This newest one is good; we've made a lot of use of it, but maybe we ought to be looking down the road at doing another one targeted to academic deans, vice presidents, and the presidents.

We should say to our folks: "Boyer put it together so well. He restated some of the concepts found in 'The Role of the College Union.'" That approach is better than our tendency to be a little defensive and say, "Well, of course, we've been doing that for years."

I'm concerned about our growth potential. We know our new members will come primarily from the small, private liberal arts colleges and the two-year schools. We need some strategies for serving that population. When we talk about results from an event like this think tank, we need to keep asking: How am I going to perceive this if I'm director of student activities at Kankakee Community College or if I'm the union director at Gettysburg College? Does this have some relevance to me?

Lastly, I know there are some real problems with inter-association efforts, but it seems to me that we do have some alliances with the auxiliary service people and the business office people when we look at issues like unfair competition. We have alliances with NACA and some of the student personnel groups in activities and programming. Sure, an association needs ownership, but several associations working together can lend credibility. If we're talking about communicating the value of student activities and student leadership to the president, that's something we could share with NACA. As bucks become tighter, we will have to look after the smaller schools. Small community colleges or small liberal arts colleges may not be able to join all the associations they once did. To reach them, we may have to look at cooperative agreements among associations.

Dawson: Coming in as an outsider, I've learned a lot from this group. I know much more about what you do than I did before. As an organiza-

33 ways to tell your story

Here are some suggestions for better communicating how your union or activities program contributes to a sense of community. Use the list as a springboard for developing action plans unique to your institutional environment.

1. Work with presidents and vice presidents to get appointed to the prestige committees on campus where you will work with people outside your division on issues not always related to student activities. Urge your staff to participate in university activities, to serve on committees.
2. Plan how you report to your boss. Report successes as well as problems. Volunteer your expertise and that of your staff to assist the institution achieve its goals.
3. Identify the problems your campus is facing and communicate to top administrators how you and your staff can help solve those problems. For example, if alcohol abuse is a problem, volunteer union staff to facilitate alcohol education in the residence hall units or open a non-alcohol bar with entertainment that will attract a crowd. Take the initiative; don't wait to be asked.
4. Work with other student affairs division units to solve campus problems.
5. Communicate to "the top of the hill" about what might happen. Tell superiors when there's potential for things to get out of hand.
6. Have students participate on the president's or chancellor's advisory council. They can convey your union's successes and concerns as well as establish ties to other offices and organizations.
7. Invite the president to union-sponsored events. Sometimes all it takes is a personal invitation.
8. Get articles published about your facility, services, and operations. Then send copies of the publication to the president, chancellor, other student affairs offices. Cultivate contacts at the student newspaper, alumni magazine, and public relations offices.
9. Send the *ACU-I Bulletin* up the ladder. Highlight what you want your superiors to look at or photocopy selected articles and route them.
10. Send your annual report to the chair of the faculty senate and to key opinion leaders at your institution. A one-page executive summary of your annual report is an effective way to showcase the important elements of a lengthy report.
11. Enlist the aid of former student leaders who are now in campus administration to articulate the union's role to their colleagues.
12. Use your financial powers. Don't wait for the institution to take your money. Instead, bring in speakers for various academic units or help fund scholarships with bookstore monies. Invest a portion of your budget to advance university priorities.
13. Nurture a bond between college union and activities staff and faculty. Involve faculty at the grass-roots level. Use political science faculty, for example, as resources for student government campaigns.
14. Train the faculty you involve in your programs. Educate them about the union's role on campus while teaching them how to advise student organizations.
15. Offer incentives for faculty to be involved, remembering that people are motivated by different things.
16. Lobby for community service to be a more important criterion for tenure and promotion.
17. Reward faculty who serve on union board or in other capacities. Write to the deans of their schools telling how they have contributed to students' education and the campus community.
18. Provide a vehicle for cross-disciplinary activities. Bring together different departments and schools to plan and produce programs. This can unify the campus while serving the institution's academic mission.
19. Bill the union as supplementing the classroom not competing with it. Work with faculty to select speakers relevant to the courses they are teaching.
20. Document how your programs impact the institution's goals. For example, if you have a tutorial program that has improved retention, tell people about it. Publish the research.
21. Hire a researcher or work with institutional studies to document the impact of your operation and programs. Publish the studies in education journals and distribute the findings on campus.
22. Select faculty to be "in residence" with the college union. Involve them in structuring programs and give them the perks of an office or secretarial support.
23. Involve retired faculty in your programs.
24. Hire faculty as consultants. Use business professors to assess staff morale or develop marketing strategies, for example.
25. Serve as adjunct faculty. Encourage your staff to teach.
26. Reconstitute your union board to make it reflective of the student population and to link it to faculty and alumni. Limit the term so that you build a pool of faculty and alumni who have had a major commitment to the union.
27. Combat the perception that the union is a closed club by communicating how your operation and programs affect the entire student population, not just the student leaders.
28. Train student leaders campuswide, not just those involved with your facility and program. Offer your training expertise to other divisions on campus.
29. Develop relationships with student government presidents and other major campus leaders. This broadens one's perspective beyond union board and expands the union's influence.
30. Unify ethnic groups on campus through union programs planned and cosponsored with the Black Cultural Center, the Latino Students Center, the Jewish studies department, for example.
31. Play up the value of student employment in the union. Train student employees and educate them about the union's mission. Informal research suggests many union administrators start their careers as students working in the union.
32. Develop a network of union supporters throughout the campus; involve administrative aides as well as the president and chancellor. Integrate alumni support into your efforts.
33. Use student leader alumni who are now in prominent positions to tell the importance of the union and activities in their development.

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tion, you should decide who you want to serve. You serve the Big 10 and the comprehensive universities, but you're also serving the smaller liberal arts institutions. How are you going to deal with that? I think you ought to tap the historically black colleges because they can give some direction on how to deal with minority students.

Next, how do you serve the university community? Start with your "Role of the College Union." Who knows about it except you? Look at what you say you do, and look at it in terms of diverse student groups. How do you establish a relationship with your ethnic program directors? For example, how does your organization relate to and involve Latino studies, Jewish studies, and Black studies? You're all doing some of the same things. You ought to think of ways to involve those persons if you're going to have separate but unequal organizations.

How do you establish an environment where a larger percentage of students think positively about leadership roles? At our institution, the student leaders are good students; we pick them by grade point average. But some students resent them because they set themselves apart. At comprehensive universities, you may find student leaders set apart by race, but they're set apart even in all-black colleges. How does this organization give some direction on being a leader?

How do you serve the instructional component of the undergraduate education? How can I utilize persons in the student union to support the things we're talking about? If it's a shortage of resources or personnel, are people on your staff willing to do something? Are you willing to offer courses? How does the speaker you're bringing in tie into Professor X's world affairs course? If your union can't contribute to the undergraduate program, I would ask how it would differ to have Marriott run the Center than to have you run it. If you can't tell me that, Marriott might be more cost-effective. In other words, you ought to be looking at your goals and identifying ways you really and truly can get involved. Develop linkages with the academic deans and the vice presidents. Be specific about what you can do to address the issues on your campus. If alcohol is a problem related to student outcomes and retention, what can you do about that? If drugs are related to a security problem in the computer center, how can you deal with it?

CRABB: We must make believers of our members. We have union directors out there who don't have the slightest idea of how the union contributes to the university's total educational program, and we have to convince them that the union is more than just a service station.

We need to identify the union as more than just an auxiliary. This is a communication problem that extends across the board—to our own staffs, to our directors, and to a lot of the people we report to. We get slotted in the university budget as an auxiliary and everything gets thought of in auxiliary terms.

We need to see how the union fits in to the mission of our individual campuses and identify specifically where we can contribute to that mission. We need to get faculty support. I want to emphasize the importance of integrating alumni support into our efforts. We need to develop a network of union supporters throughout the campus, trying to convert not only the presidents or the chancellors and the vice presidents but also those administrative aides who decide what mail to pass on to the presidents and vice presidents.

Cianciola and Nuss

Union directors and people working with our union boards must seize the opportunity to respond to university needs. Unions should take the initiative, not wait for the chancellor or the dean of students or the vice president of business affairs to tell them to do it.

Directors need to urge their staffs to be involved in university activities, to get on university committees. This will spread the word and demonstrate that unions have some good staff members. We need to provide a steady flow of

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information and that brings me to my final point. We need to develop a marketing plan, both at the international level for the Association and at the local level for our unions.

JOHNSTON: Who defines the college union on the campus? My hunch is that there are colleagues who can't articulate what the union is; they allow the definition to evolve or to be defined for them by the campus's business officer, for example. Nothing takes the place of professionalism and leadership in the person who represents the union and student activities.

We need to shorten the learning curve of people coming into the field. They become union and activities directors without having any philosophical foundation. They know how to do it; they're not sure why they do it.

Just as the union should be talked about in terms of individual students, ACU-I needs to rest upon the individual professional. We need to prepare that person to develop and lead. Everything we do at the regional level should touch individual students as well as individual professionals, and our annual professional conference should provide programs and services for the individual professional.

Standards. Some uniformity of standards has to come of this. We talk as if all unions have boards and committees. That's not the case. In a lot of them, an individual runs it very much as a business and never thinks about building bridges to the faculty, never is really concerned about the growth opportunity that comes from students sitting as a board making decisions. That is a standard we believe in. It is a premise of our being, yet it doesn't exist uniformly.

We need to shorten the learning curve of people coming into the field. They find themselves as union and activities directors without having any philosophical foundation. They know how to do it; they're not sure why they do it.

We need to reconstitute our boards to make them reflective of the student population as well as to tie them to the faculty and alumni. Our boards must be constituted correctly and our programs and services must reflect the multiculturalism that we're voicing.

My closing comment relates to collaboration among professional organizations. We really can't expect student personnel groups to work together on campus initiatives if we can't talk as professional organizations on a national level. I know there are territorial issues, but we need to break down some of those barriers. We should be sharing programs and publications; we should begin to function as related professional organizations.

HUFFMAN: As an outsider, I don't know exactly what you have as goals, but I would think that they would fall in two areas: marketing and students. Marketing is a lot easier to deal with in some kind of pragmatic fashion. As an organization that depends on members, you know everyone asks, "What have you done for me lately?" Their memories are short, their budgets are tight, and they ask it a lot more often these days. One of ACU-I's marketing themes ought to be: "Regardless of size, location, student body makeup, you are our most important member." In terms of "what have you done for me lately," it might be useful to consider—not a cookbook approach where anyone anywhere can mix up the same recipe and it works—but rather a big list of ingredients that you can choose from, depending on what you want to make at your campus, what your campus needs, and who your constituencies are.

The other focus we should all have is the student. What's in it for our students? More importantly, who is our student today? We haven't adjusted to the fact that today's student body is different from what we had in the '60s other than in recognizing the need for more remedial developmental courses because statistics show students who have traditionally not been involved in higher education come in less prepared. In addition to them not having had opportunities for educational achievement before they get to our institutions, these individuals may also have been out of the mainstream of the politics or power or the leadership positions in their home communities.

NUSS: These are tough issues and what you're going through is an important process. You ought to feel good about that. I want to get back to Norman's advice to not spend so much time and energy worrying about it, just do something.

Relating to the institution's mission is important. It's probably one of our hardest struggles with our own members. We say the academic mission is pre-eminent. That makes some of our people very nervous because that has a tinge of second-class citizenship. The answer is we are

all educators; we just play different roles. We really have to keep our focus on what we do to contribute to the mission and not worry about questions of status.

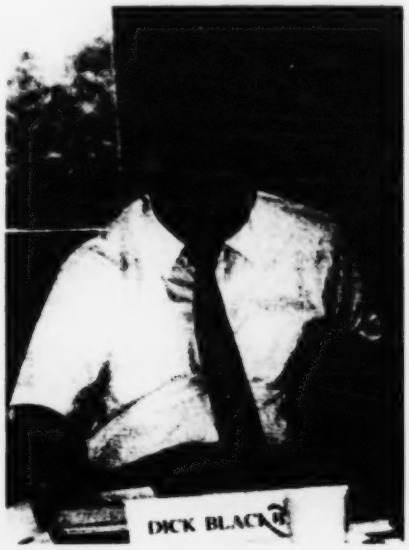
We must help our members learn how to document and measure assessment. We worry about assessment and outcomes being viewed very narrowly in terms of accounting. One way is through alumni and some of the groups you have access to. But some of it is measuring and we have to teach people how to do that.

Then I come back to the faculty and the alumni support—the alumni support particularly because unions have that as a mutual resource that student affairs doesn't have. Get people who are in key roles in lots of activities. It's a way of reminding the campus about people who were once active in the unions and are now important citizens.

BRATTAIN: Do you think one of the solutions for student affairs divisions is to have their own researcher?

NUSS: I go both ways. I'd rather put more of the effort into it. It may well mean we have to put some money into hiring or commissioning people from institutional studies or other places. I worry that when you put the position in student life that it lets institutional studies off the hook, and institutional studies—whatever you call it—produces the official university reports that gets to the trustees and others. If you're doing them separate and distinct from that, then the reports may not be in the mainstream.

CIANCIOLA: We should communicate our successes and failures in our pluralism efforts, and we should identify what new efforts are in the pipeline. We should train staff how to prepare and deliver action plans to those we report to and those who report to us.



Blackburn

We should encourage our relationship with student government presidents and other major campus leaders to correct the perception that we deal only with the union board experience. Because student government presidents and residence hall leaders represent broader scopes, we ought to concentrate specifically on those relationships and develop cooperative efforts.

In the context of trying to solve the university's problems, we should ask our member institutions what those problems are before we so presumptuously develop solutions to what we may not know. Perhaps the ACU-I Central Office could do one of those quick surveys it does for other issues: "We, as union professionals, are trying to remain mobile and flexible and helpful. Please tell us the top three hot issues on your campus." We do two things: (1) identify what those problems may be, and (2) communicate that the union is standing ready to move on that.

These next ideas are not action plans; they're notions we need to be conscious of. We should not project ourselves as competing with class time and academic endeavors, but as complementing them.

We should continue targeted focus groups in some way. The 10 people Martha will talk to, and the 10 people Larry and Norman and Liz will talk to can help us. We need to be sensitive to—and not apologize for—the fun and games notion. It's OK to have fun and it can be productive to relax. We need to project that in a balance.

Larry speculated yesterday that our campus executive officers came up through the academic side of the university and are not familiar with the experiences of a student leader. It would be prudent for us to find former student leaders who now occupy those executive positions. They could help us articulate our mission to their colleagues.

We need to create safe campus environments and safe union buildings. That may take rethinking our staffing and it may mean acquiring security personnel. We should communicate the value of student employment and what that does for a campus and for the students. We ought to pass four focuses on to our Education Commission for development as drive-in workshops or conference sessions: crime and safety, alcohol, pluralism, and undergraduate education as defined in academic terms, not necessarily student developmental terms.

We can also develop formats for identifying staff expertise. What qualities would we want to share with the institution to try and get on committees or adjunct professorships. ACU-I

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could develop a simple resume format.

KAISER: We need to help students understand that the union is their identity with the university. We don't need to apologize for the things that make their lives easier, like the ability to cash checks or use cash machines, get their books comfortably and easily, but at the same time we can say to them, "We're also going to care about you."

I certainly think we should consult some faculty about getting at this problem of enhancing community. Share *Campus Life* with the faculty group and find out what they think.

We need to continue educating our people because a tremendous number of very young people out there just fell into this profession. And some have never had the advantage of working in a large organization where there was time for professional development.

DAWSON: Maybe the Association could provide some leadership in training the new professional. Perhaps you can arrange exchange programs where they could come to a larger university and spend a week or two and attend a structured workshop.

BLACKBURN: If Norman were still here, I would want to talk more about the Big A: Auxiliaries. I still have this concern that auxiliaries is not the box we want to be put in. Once we get put in that box, we start to be treated that way, and that has many implications related to our role. It may not be such an issue among the larger institutions, but at some of the smaller institutions the program has died, student involvement in the union has died, everything is evaluated purely on fiscal terms because that's what auxiliaries are supposed to do. This concerns me greatly.

Those of us in association staff positions are always concerned about the quality of our volunteer leadership. Right now ACU-I is in a very good position, but it comes and it goes. What we have to ensure is that the association's basic mission does not also come and go as the leadership stream comes and goes. In that sense, our role statement has been the glue that has held us together for a long time. Those of us who have been around this Association a long time tend to forget that role statement as having been around: It's so basic and so elementary that we don't do much with it. Then we find ourselves talking to someone who says: "Hey, those ideas are terrific. Where did this come from?" We need to keep reminding ourselves that what was done back in the '50s still has relevance.

SHINDELL: As far as expectations, what I wanted out of this was an opportunity to come together and talk about what the Association could do more effectively to tell our story on campus. I've learned that although we have many people working very hard out there we are not doing our job of communicating what we do. We are not getting the attention of the people we need to get the attention of. We have to make sure people understand our mission and our contributions.

Although we have many people working very hard out there, we are not doing our job of communicating what we do. We are not getting the attention of the people we need to get the attention of. We have to make sure people understand our mission and our contributions.

Another thing that came home to me is that we often see ourselves in a negative light as being powerless. But we have a lot of power, particularly when you look at space and flexibility.

I hope we reach a point where professional associations can work together on more. If we don't, I fear it will be done for us through budget cutbacks and things of that nature.

One thought that keeps coming back is "Never forget what our focus is." Being a service center is part of our mission, and we should be the best we possibly can. But isn't it great when we can be that service center and also have an impact on community and building community? In the long run, that is how we really serve the institution.